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ABSTRACT

This occupational skills learning module on working in organizations is one of twelve making up a curriculum guide on human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) and (2) the value of organizations, (3) the structure of organizations, (4) individuals and organizations, (5) interviews and business workers, and (6) organizations and labor unions. Each session is arranged according to the following components: topic, objective; skills emphasized (a listing of specific skills, e.g., working as a team member, following instructions); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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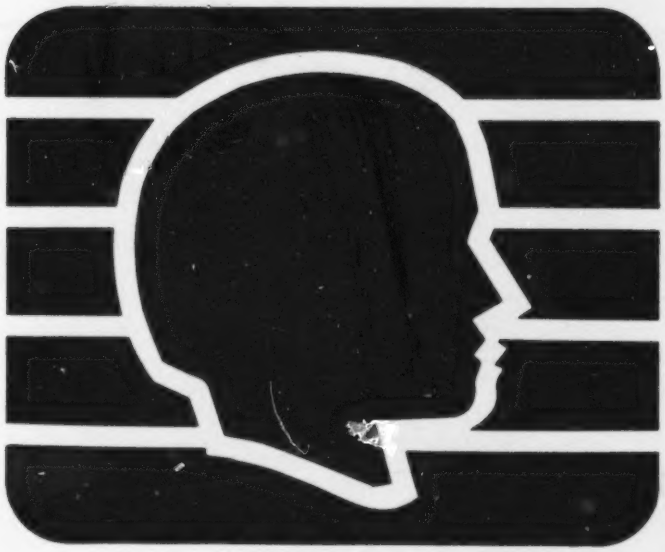
Methods And Materials For Teaching

Occupational Survival Skills



Working in Organizations

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CE 018 557

WORKING IN ORGANIZATIONS

Methods and Materials for Teaching Occupational Survival Skills

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1978

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CE 018 557

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Robert E. Nelson
Project Director

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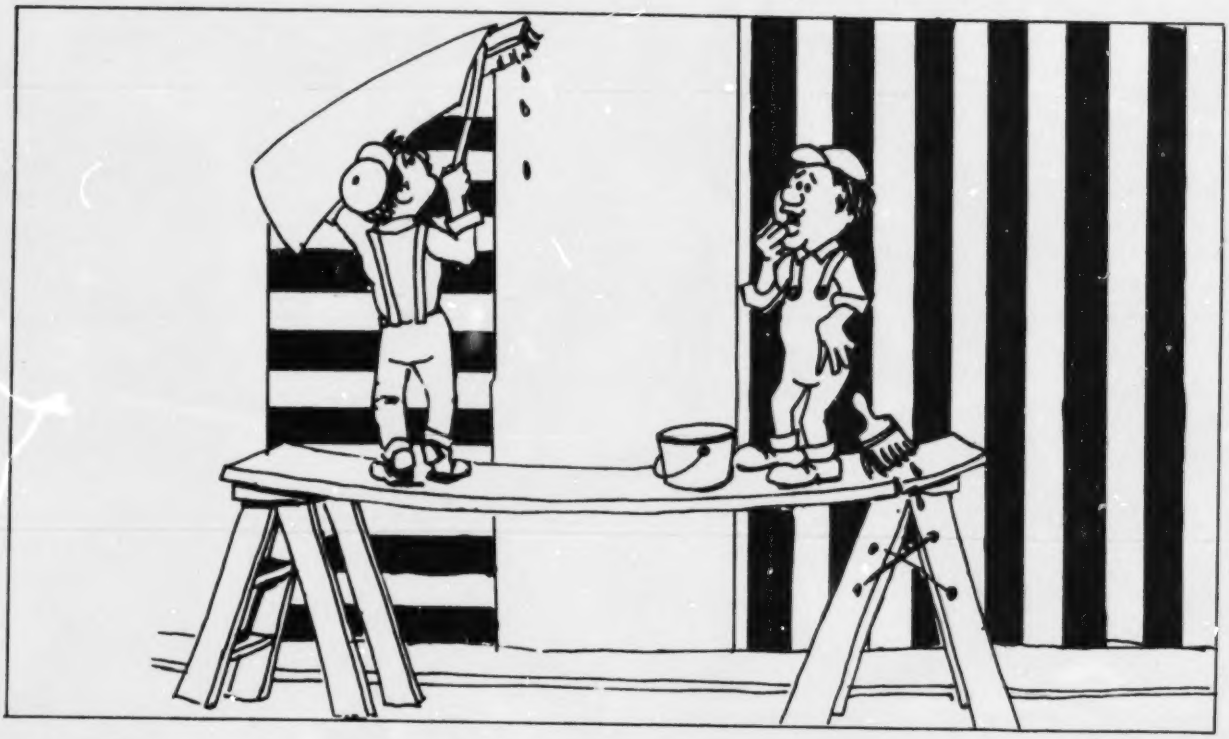
The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Working in Organizations



Module Objective:

Students will have an opportunity to gain an awareness of the value of organizations and how individuals and organizations can work together.

Topic Outline:

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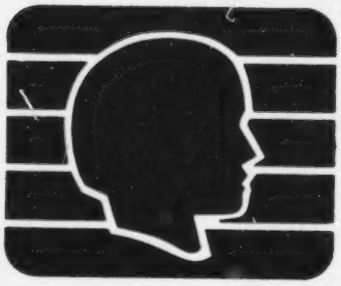

Working in Organizations: Overview

All people have needs they must satisfy in order to live. In very early times, people probably met their own needs for food, clothing, and shelter without help from others. Each person had to spend a great deal of time hunting for food, finding or constructing shelter, and making clothing. The first "organization" probably was formed when people discovered that by cooperating and dividing tasks among themselves, they could meet their needs more easily.

Today, life without organizations is difficult to imagine. Goods we consider necessities are made, transported, and sold by organizations. Without organizations, we would have no mail service, education, government, telephone, electricity, or other services we now consider essential.

What do the United Nations, a football team, General Motors and the National Organization for Women have in common? They obviously have very different purposes, yet they are all organizations: individuals joining together to reach a goal by cooperating and dividing tasks among themselves.

Organizations have three common characteristics:

(1) Work, power, and communication responsibilities are divided among the members to help the organization reach its goals. For example, on a football team, each player has a certain task to perform. The coach has the power to decide who will be a member of the team and what plays the team will learn and practice. The quarterback is assigned the communication responsibility of calling the plays.

(2) "Power centers" exist in organizations to direct them toward their goals. In a business organization such as General Motors, for example, there are many centers of power: the board of directors, which decides how money will be spent and what products will be made; union officials, who decide what are satisfactory wages and working conditions; personnel managers, who decide on standards for hiring workers.

(3) Organizations replace people who are not doing their tasks satisfactorily. For example, if a worker works too slowly to keep up with the assembly line, that worker may be transferred to another department in which speed is not necessary. Another person who can work fast enough would then be put in the worker's place.

About 90% of all persons who hold jobs work in some kind of organization employing five or more persons. Organizations can be complicated and confusing. New employees may have difficulty understanding how their jobs contribute to the organization's goals. New employees often learn about an organization on a "hit-or-miss" basis. Unfortunately, this can lead to inefficient work, lack of interest and concern for the organization's goals, and a feeling that one's job is unimportant.

No two organizations are exactly alike. However, by understanding the purpose of organizations, workers can become aware of their own contributions to their organizations' goals. In addition, by becoming familiar with the structure of organizations, workers can develop an understanding of the relationships between the persons who form an organization.

SESSION ONE

TOPIC: The Value of Organizations

OBJECTIVE: After participating in Round One of the "Survival" activity, students will become aware that working as individuals may not be the most effective means of accomplishing work tasks.

SURVIVAL SKILLS EMPHASIZED:

- Working as a team member
- Making independent decisions
- Adjusting to work situations
- Following instructions

IMPORTANCE: Living without organizations would be difficult to imagine. Although people might be able to fulfill all their own needs without help from others, it would certainly not be easy. People form organizations to satisfy their own personal needs. By cooperating with others, people are able to meet their needs more easily, quickly, and effectively than they could working as individuals.

We generally take organizations for granted and overlook their real value. Understanding how people can benefit by forming organizations and/or working in organizations will help students to enter the work force with a positive attitude toward an organization's goals.

MATERIALS AND EQUIPMENT:

Unlined white paper
Cloth, such as an old sheet
Colored paper, green and yellow
5 compasses*
6 rulers*
7 pencils*
1 washer or bottle cap* (any small round object)
3 scissors*
3 felt markers*
2 staplers*

* This amount of equipment is suggested for a class of approximately 25 students. No other equipment is permitted during the simulation, so the instructor may wish to mark these items with colored tape so they can be identified easily.

One copy of Figure 1 -- Item Needed for Survival -- Fish
One copy of Figure 2 -- Item Needed for Survival -- Igloo
One copy of Figure 3 -- Item Needed for Survival -- Poncho

ACTIVITY: "Survival" Simulation* - (Round One)

1. Set the scene for the simulation by telling the students that they have been lost on an Arctic island with little hope of rescue.

2. Explain that in order to survive, each of them must satisfy their basic needs for food, clothing, and shelter.

3. Place each Figure in a different part of the classroom.

4. Explain that in order to survive, each student must make one fish (Figure 1), one igloo (Figure 2), and one poncho (Figure 3). Show students the Figures. Explain that the items they make must be reasonable reproductions of the Figures. Explain the following rules:

   - No tracing of the models is allowed.
   - After an item is made, it must immediately be handed to the instructor for credit. If it is not a reasonable reproduction, the instructor will send them back to improve it.
   - Have students write their names on the back of each item they complete.
   - Students will only be allowed to use the resources supplied by the instructor. Since all equipment is marked for identification, any unmarked equipment will be removed from the game.

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* Adapted from "Survival", A Simulation to Introduce students to the Study of Economics, by Bill Jennings. Originally published in Rapport, Winter, 1976/77, Canadian Foundation for Economic Education. Reprinted with permission.

- To prevent students from breaking pencils to increase their "resources," inform the class that all broken pencils will be removed from the game.

5. Show the students all the materials and equipment, leaving it in one pile in the center of the room. Tell the class that their tasks must be completed in 20 minutes. Warn them that since some of the tools can cause injury, that you will allow no roughhouse tactics.

6. After the game has started, the instructor's role is simply to enforce the rules, to listen sympathetically, and to encourage those who give up or who are slow starters.

7. Record who successfully produces the items during Round One.

VARIATION: For classes in which students do not have skills such as using rulers and compasses, the Figures may be simplified and/or cardboard patterns may be provided.

FOLLOW-UP:

1. More complete follow-up of the simulation will be carried out after Round Two which will be played during Session Two. On some occasions, the whole first round breaks down in frustration as students become aware that they have no hope of completing all the tasks. If this happens, end the first round.

   - The purpose of the first round is to have students experience the difficulty of individually producing a large quantity of goods with limited resources in a limited amount of time.

2. Review the results of the activity with students.

   - Did any students "survive?" Why or why not?

   - What problems did students face when trying to produce the three items?

3. Collect all the materials and equipment, making sure that everything is accounted for. Be sure that any completed or practically completed items are destroyed, so that students may not use these items for the following session.

NOTE: As an optional out of class assignment, the instructor may ask students to think of ways to produce the items more efficiently under the same conditions.

Figure #1 Item Needed for Survival: Fish

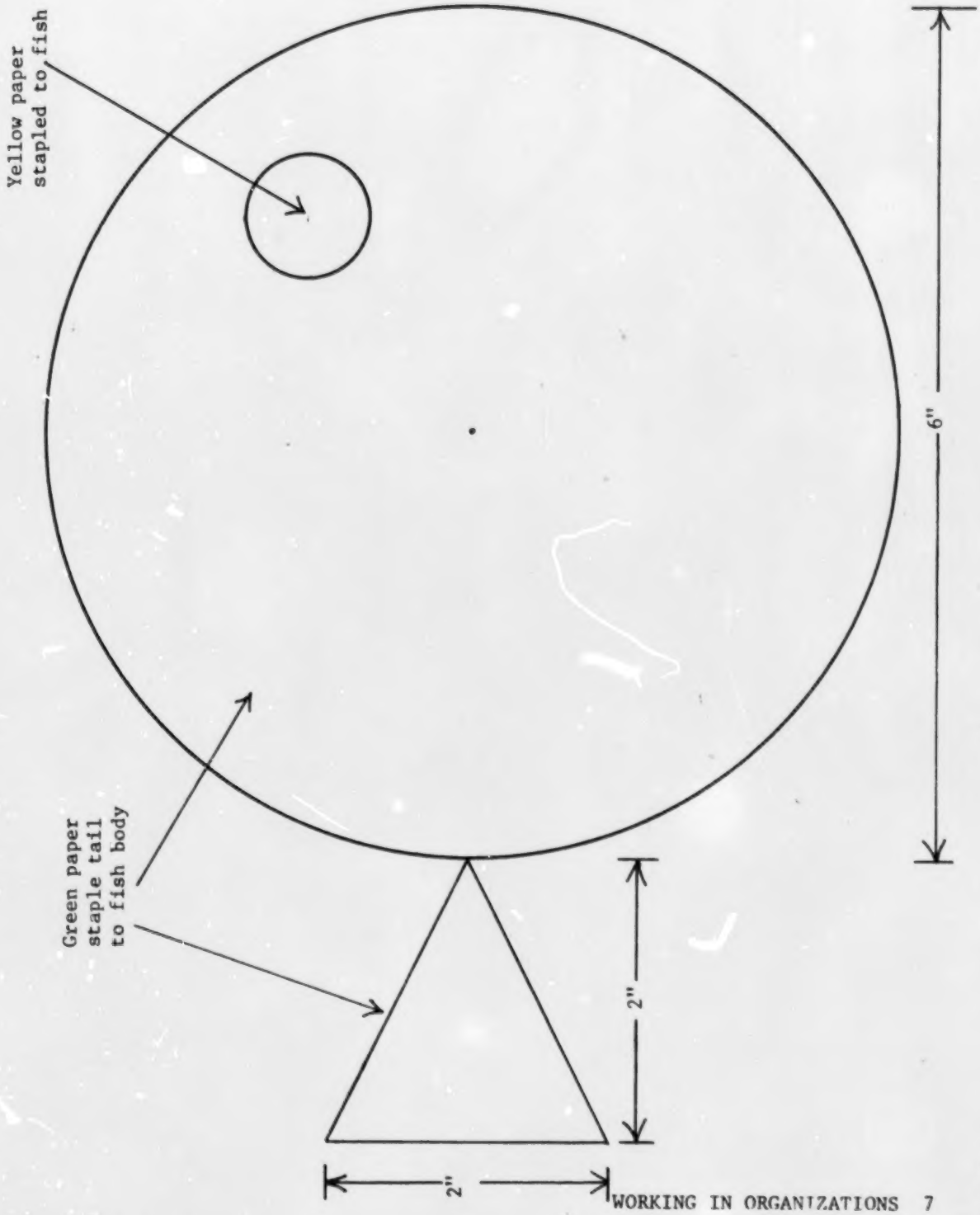


Figure #2 Item Needed for Survival: Igloo

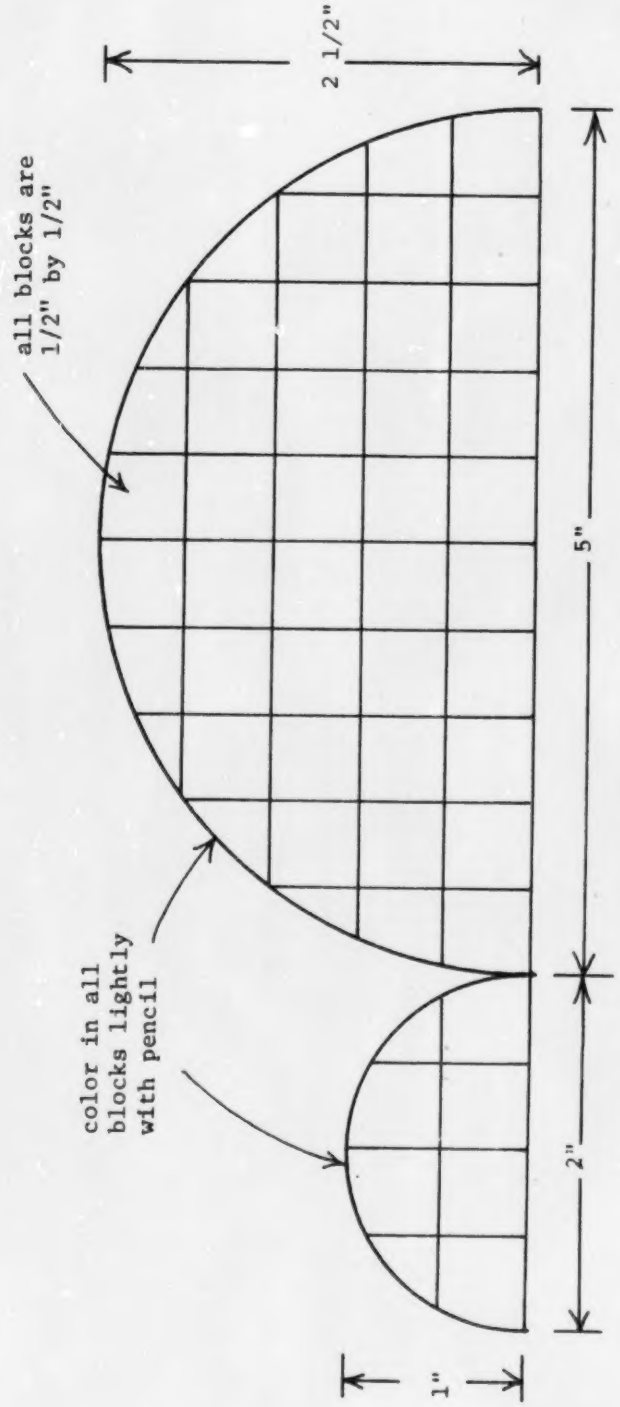
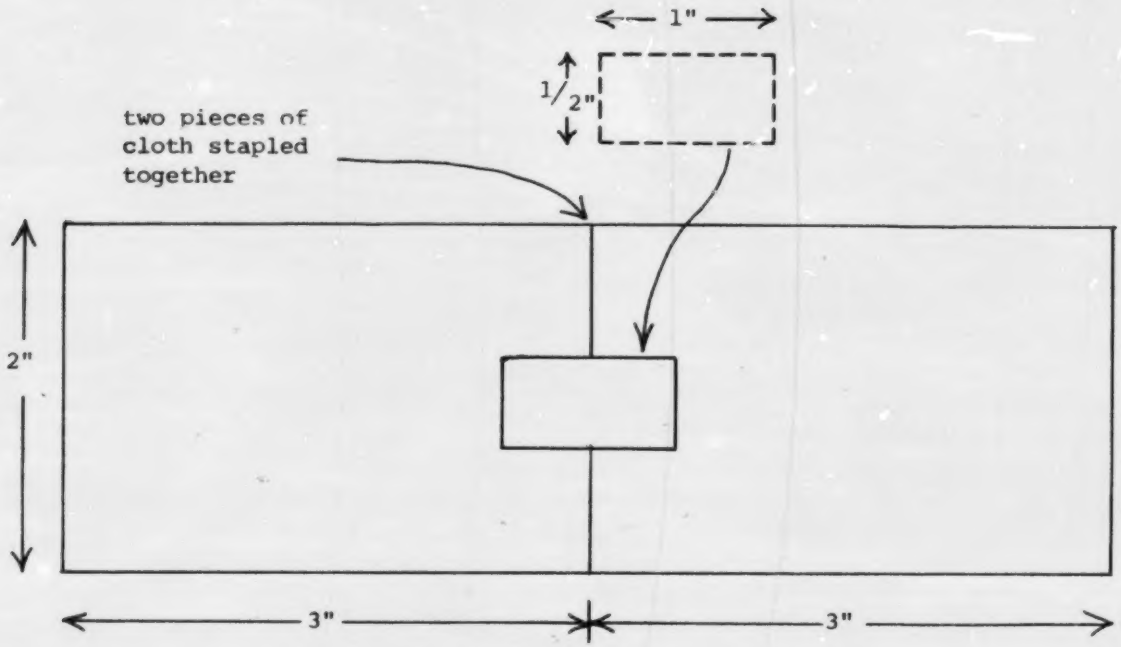


Figure #3 Item Needed for Survival: Poncho



SESSION TWO

TOPIC: The Value of Organizations (continuation of SESSION ONE)

OBJECTIVE: After participating in Round Two of the "Survival" Simulation, students will see value in working as organized groups as compared to accomplishing tasks individually.

SURVIVAL SKILLS EMPHASIZED: Same as for SESSION ONE

ACTIVITY: "Survival" Simulation (Round Two)

1. Begin Round Two by reviewing the results of the previous day's efforts, and congratulate those who managed to survive (if any did).

2. Tell the students that they will get a second chance to do better under the same conditions.

   - They will be given the same amount of time and the same equipment and resources.

   - This time they will have an opportunity before they begin the activity to discuss briefly the problem as a class to see if they can work out a better way of approaching the problem.

   - Make it clear that the students will have to work out their own methods of producing the items.

3. Most classes will eventually organize into three groups--one producing each item. In addition, some classes will divide the production of each item into highly specialized tasks.

4. After the students have discussed the problem briefly, let the students have the materials and begin the 20 minute production period.

5. When the 20 minutes are up, collect materials and tally up the score, by adding up all completed items.

FOLLOW-UP: Use the following questions to stimulate a discussion of the simulation:

- What problems did you encounter during the first round of the simulation?
  (The small amounts of paper, tools, and time prevented individual students from producing enough to "survive.")

- What basic problem did you try to solve during the planning period prior to Round Two?
  (Students had to decide how to use their resources and organize themselves to produce the items necessary to "survive.")

- How many of you survived in Round Two, as compared to Round One?
  (Since every survivor would need one of each item, the number of survivors would be the least number of igloos, fish, or ponchos produced.)

- How can you decide exactly who "survives"? Suppose only 13 igloos were produced but there are 22 students in the class. Which 13 students would you choose? Why?

- What are the advantages to working in an organization instead of working individually?

  a. more goods can be made available
  b. people can share common interests
  c. people can have leisure time
  d. people can specialize in doing things for which they have a talent or skill

- In many jobs, a worker does one specific task rather than many tasks. Why? What are some examples?

- This activity may be compared to an assemply line process. How do workers depend on others to do their jobs effectively?

- Did the tasks in this activity need to be performed in a certain sequence? Why?

- What have you learned from this activity about the usefulness of organizations?

- Compare an organization setting in which many employees repeat the same tasks (such as during the second round) with a small business in which a person faces new experiences continuously (such as during the first round). Which work situation would you prefer? Why? Would you prefer an occupation in which you repeat some tasks yet face new tasks too?

SESSION THREE

TOPIC: Structure of Organizations

OBJECTIVE: By arranging job titles in an organization chart, students will recognize how an organization chart illustrates the formal relationships among workers and the interdependence of workers and groups of workers in an organization.

SURVIVAL SKILLS EMPHASIZED:

Working as a team member
Knowledge of operating procedures
Understanding written information

IMPORTANCE: When people decide to work for an organization, they may be aware only of their own jobs or their own departments within the organization. Having an overall picture of the structure of an organization gives workers a better idea of how they "fit in", and they can better understand how their individual jobs contribute to the organization's goals. A study of the organization chart also helps students to understand the relationships among the work roles of people in an organization.

MATERIALS AND EQUIPMENT:

Transparency #1 - The Structure of Organizations
Student Worksheet #1 - Directions--Internal Organization of Business
One copy of Transparency #2 - Organization Chart for each group of four or five students
Transparency #3 - Sample Organization Chart
Overhead projector
Pens for writing on transparencies

ACTIVITY: The Organization Chart

1. Prepare the class for the exercise by reviewing the values and purposes of organizations and explaining the purposes of an organization chart. Use Transparency #1 The Structure of Organizations to illustrate the following points:

- An organization chart shows the formal relationships between the people who form an organization.

- People in an organization are described as working in either staff positions or line positions. A worker in a line position is responsible for activities that contribute directly to the organization's goals. A worker in a staff position contributes indirectly to the organization's goals. For example, in a manufacturing firm, an assembly line worker would be a line position; a safety director would be in a staff position.

2. Hand out Worksheet #1 - Directions--Internal Organization of Business. Discuss each position listed and decide whether it is a staff position or line position. Have students circle either staff or line on the Worksheet.

   - Most organization charts show:

     a. The different parts (divisions or departments) of the organization and how they fit together.

     b. Who is supposed to be whose boss or supervisor.

   - Organization charts do not show:

     a. The informal organization.

     b. True differences between staff and line.

     c. All the lines of communication.

     d. How much authority or power a job holds.

3. Conclude the discussion by explaining what information an organization chart shows.

4. Divide the class into groups of four or five students each. Give each group one copy of Transparency #2, Organization Chart. Have students fill in the transparencies. Emphasize that there may be more than one correct arrangement and that they should complete the transparency in a way that seems reasonable to them.

5. When all groups have completed their charts, have a volunteer reporter from each group project the group's transparency and explain their arrangement to the class.

FOLLOW-UP: When the reporters have finished, show the already completed transparency (Transparency #3), and have students comment on the differences between their transparency and Transparency #3. Use the following questions for discussion:

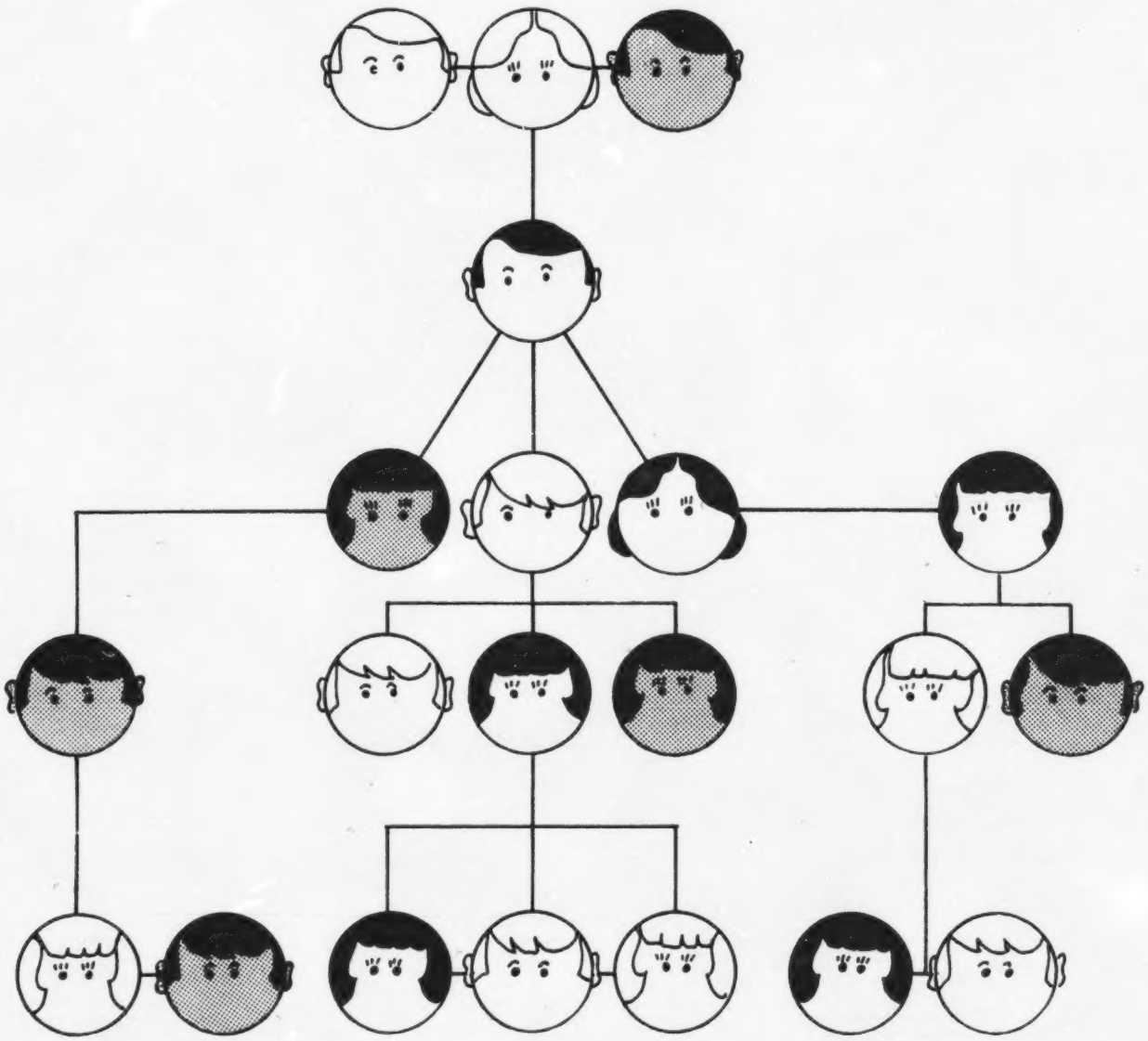
- If you were working for a company that did not have an organization chart, how could you determine the formal lines of authority? (For example, position titles, who supervises whom, who reports to whom, etc.)

- How can an organization chart help workers understand their jobs? (For example, understanding where they fit into the picture--better awareness of their own positions; for purposes of future advancement, knowing who not to make a bad impression on, etc.)

- What do you think is the purpose of a formal authority structure within an organization? (For example, minimizes confusion regarding duties and responsibilities; establishes definite responsibility for actions, etc.)

- Suppose one person in an organization does a poor job. Who in the organization will be affected?

Transparency #1 The Structure of Organizations



Student Worksheet #1

Directions - Internal Organization of Business

An organization chart for Fixtures, Inc. has been drawn up for you. Twenty-seven positions in the organization are described for you below.

Fill in each block on the chart with the title of one of the positions described below. The number after each title indicates the number of positions in the organization holding that title. For example, there are three Salespersons and one Sales Manager in Fixtures, Inc. There is, of course, no one correct arrangement for an organization chart. Arrange the positions in a way that seems reasonable to you. You will be asked to explain how you arrived at your arrangement.

line staff — The BOARD OF DIRECTORS (1) is an elected group of persons who make important decisions about the company.

line staff — The SALES MANAGER (1) supervises the sale of the products made by the company.

line staff — The LEGAL ADVISOR (1) is a lawyer who helps the company to comply with laws and represents the company in all legal matters.

line staff — The PRODUCTION MANAGER (1) is in charge of the overall operation of the manufacturing division of the company.

line staff — The FACTORY SUPERVISOR (1) directs and inspects the work of the factory workers.

line staff — The PERSONNEL DIRECTOR (1) is in charge of hiring, firing, and evaluating employees.

line staff — The MAINTENANCE SUPERVISOR (1) is responsible for keeping the equipment in the factory in good working condition.

line staff — The SAFETY DIRECTOR (1) is responsible for preventing accidents and correcting unsafe conditions.

line staff — The WAREHOUSE CLERKS (2) record all goods which are received and shipped by the company.

line staff — The FINANCIAL MANAGER (1) controls and records money spent and earned by the company.

line staff — The TRAINING DIRECTOR (1) helps workers develop skills they need to do their jobs and to advance in the company.

line staff — The PRESIDENT (1) holds the highest position in the company and has final responsibility for the company.

line staff — The SALESPERSONS (3) take orders from customers and contact new customers for the company.

line staff — The MAINTENANCE PERSONS (3) care for and repair equipment in the factory.

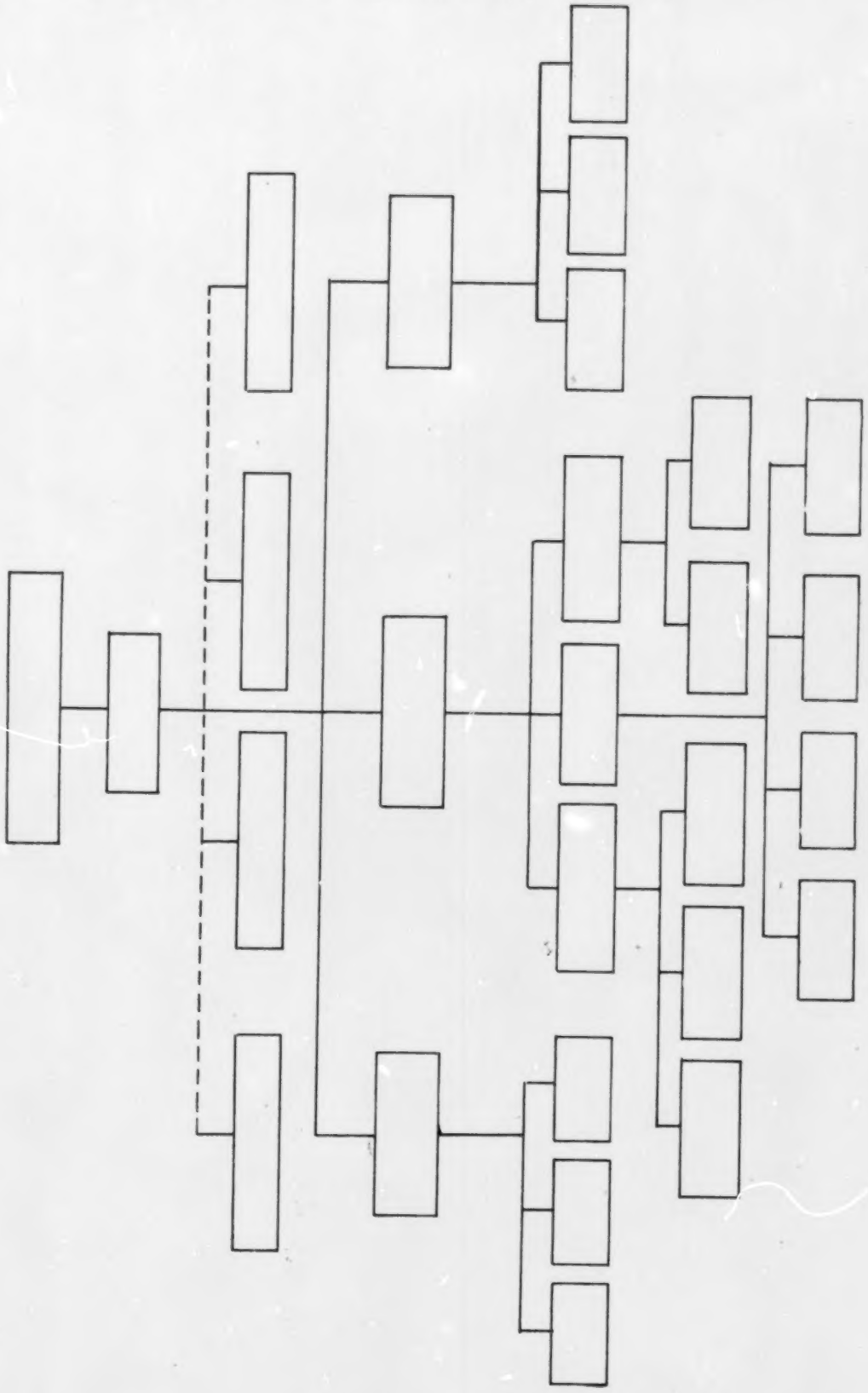
line staff — The BOOKKEEPER (1) records the sales and expenses of the company.

line staff — The FACTORY WORKERS (4) do the manual work involved in producing goods.

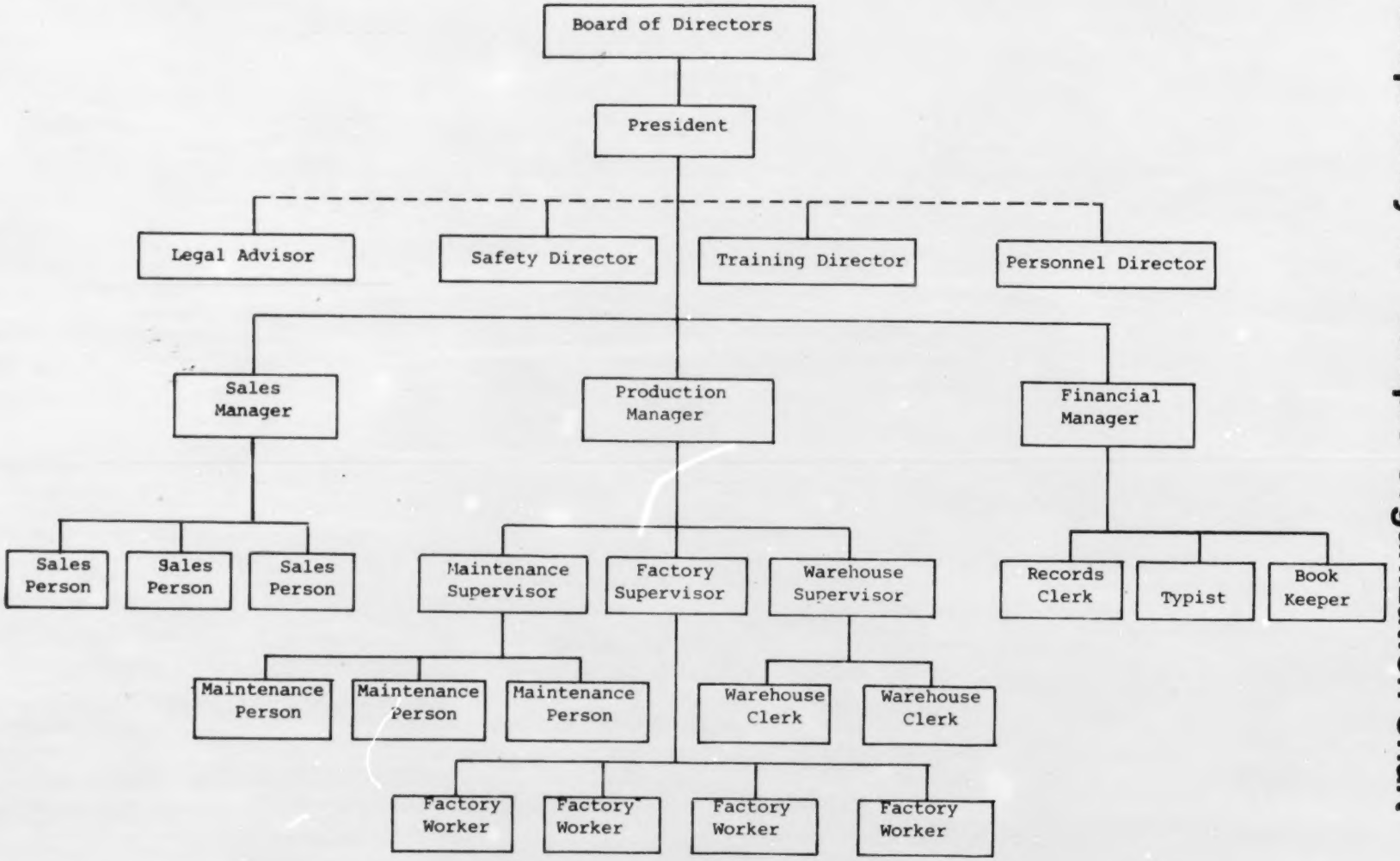
line staff — The TYPIST (1) types the letters and reports about the company's financial matters.

line staff — The RECORDS CLERK (1) handles records and paperwork concerning the company's financial matters.

Transparency #2 Organization Chart



Transparency #3 Sample Organization Chart



SESSION FOUR

TOPIC: Individuals and Organizations

OBJECTIVE: By participating in the activity, "Broken Squares," students

(1) will recognize the value of helping each other in a group to accomplish group goals and
(2) will recognize the value of receiving help from others to accomplish individual goals.

SURVIVAL SKILLS EMPHASIZED:

- Working as a team member
- Understanding written information
- Knowing what is expected
- Following instructions
- Getting along with others

IMPORTANCE: An organization is a group of individuals who join together to reach goals by cooperating and dividing tasks among themselves. In order to achieve the goals of the organization, persons must complete their individual tasks. Yet only rarely can one individual complete a task without help from others; therefore, each worker must give and receive help. A successful worker is willing to accept help from others in the form of suggestions, criticism, or assistance in completing a task. A successful worker is also willing to give help in the form of ideas, suggestions, and "lending a hand." This session demonstrates the importance of cooperating with others in a work situation.

MATERIALS AND EQUIPMENT: A set of Broken Squares for each group of five participants prepared according to instructions on the Directions for Making a Set of Broken Squares sheet.

One copy of Student Worksheet #2 - Broken Squares Group Instruction Sheet for each group.

One copy of Student Worksheet #3 - Broken Squares Observer/ Judge Instruction Sheet for each observer.

Before the class meeting, arrange tables which will each seat five participants or arrange desks in clusters of five. The tables or desks should be far enough apart so that no group can see the puzzle-solving results of the other groups.

NOTE: The instructor may find it helpful to try this activity before presenting it in class in order to become familiar with some of the problems students are likely to face. For example, some squares can be formed which are not the correct size. Also, some squares can be formed which are the correct size, but which will prevent all five squares from being completed.

ACTIVITY: Broken Squares*

The importance of cooperating to accomplish group goals can be demonstrated through the exercise Broken Squares. Groups of five participants plus one observer for each group can take part. (Extra students may be assigned to be additional group observers.)

1. Begin with a brief discussion of the meaning of cooperating to solve a problem. The following points may be stressed:

   - Each person needs to understand the total problem.
   - Each individual needs to understand how he or she can help solve the problem.
   - Each individual needs to be aware of how others can help solve the problem.
   - Each person needs to recognize the problems of others in order to help them make their best contributions.

2. Form groups of five students plus the observer. Give each observer a copy of Student Worksheet #3 - Broken Squares Observer Instruction Sheet.

3. Ask each group to distribute among its members the set of five envelopes containing the Broken Squares.

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* Adapted with permission from Alex Bavelas, "Communication Patterns in Task-Oriented Groups," Journal of the Acoustical Society of America, 22: 725-730, 1950.

4. Give each group a copy of Student Worksheet #2 - Broken Squares Group Instruction Sheet. Read the instructions to the groups, and explain the instructions to make sure that everyone understands them.

5. Instruct the groups to begin work. Monitor the groups during the exercise to ensure that the rules are observed.

VARIATIONS:

1. In a class that needs more structure, participants may take turns giving away their pieces. During each "turn" the participants may give away as many or as few pieces as they wish and may "pass" if they do not wish to give away any pieces.

2. In a class where nonverbal activity is likely to cause frustration, participants may be allowed to talk. In this case, rule #1 on Student Worksheets #2 and #3 should be changed to read: "Group members may talk but no member may ask another member for a puzzle piece."

FOLLOW-UP:

1. When all the groups have completed the tasks, discuss what happened in the exercise. First, call upon the observers to offer their comments. The following points should emerge from the class discussion.

   - People must be willing to give and receive help in order to achieve group goals and their individual tasks.
   - When people refuse to give help to others, it is more difficult to reach group goals and complete individual tasks.
   - People may not be able to complete their individual tasks without help from others.

2. Relate the activity to a work situation by suggesting that each group could be considered a work organization.

   - Each person's "job" was to complete one six-inch square.
   - The "goal of the organization" was to complete all the squares.
   - All "workers" had to give help to achieve the goal of the organization.

- All "workers" had to receive help to complete their individual jobs.

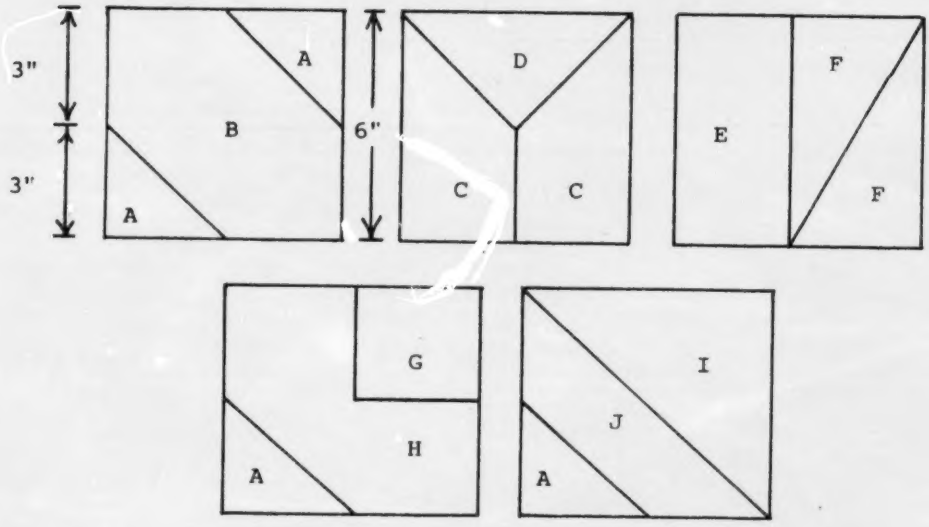
- Ask students to think of examples of how giving and receiving is necessary in jobs they may hold outside school or in student organizations.

- Ask students to think of examples in which a person's refusal to give or receive help in a job situation resulted in failure to reach individual and/or organizational goals.

Directions For Making a Set of Broken Squares

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5 and draw a six inch square on each to show students the size square they will be forming. Distribute the cardboard pieces into five envelopes as follows:

Envelope 1 -- I, H, E

Envelope 2 -- A, A, A, C

Envelope 3 -- D, F,

Envelope 4 -- A, J

Envelope 5 -- G, B, F, C

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope for subsequent use.

Each set of five squares may be made a different color of cardboard.

Student Worksheet #2

Broken Squares - Group Instruction Sheet

Each of you has an envelope which contains pieces of cardboard for forming squares. The task of your group is to form five squares of equal size. A square is drawn on each envelope to show you the correct size for the completed squares. The task will be completed when each individual has before him or her a perfect square of the same size as those in front of the other group members.

The following rules must be obeyed during this exercise:

1. There is to be no talking, pointing, or any other kind of communicating.

2. Members may give pieces directly to other members, but may not take pieces from other members.

3. Members may not place their pieces into the center for others to take.

4. A member may give away all the pieces to his or her puzzle, even if he or she has already formed a square.

Student Worksheet #3

Broken Squares - Observer/Judge

Your job is part observer and part judge. As a judge, you should make sure each group member observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Members may give pieces directly to other members but may not take pieces from other members.
3. Members may not place their pieces into the center for others to take.
4. A member may give away all the pieces to his or her puzzle, even if he or she has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish his or her puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with his or her pieces, yet is unwilling to give any or all of them away?
4. How many people are actively putting the puzzle pieces together?
5. How nervous or frustrated do group members seem to be?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules to help fellow members solve the problem?
8. Does the group depend on one or two people instead of working as a team?

SESSION FIVE

TOPIC: Interviews with Business Workers

OBJECTIVE: By interviewing workers in business organizations, students will gain an awareness of the roles of individual workers in organizations.

SURVIVAL SKILLS EMPHASIZED:

- Basic writing skills
- Basic speaking skills
- Locating information
- Knowledge of operating procedures

IMPORTANCE: Up to this point, this module has dealt with the idea of organizations, why they are formed, and how they work. Interviewing workers in business organizations will give students a practical, true-to-life view of what is actually involved in working in an organization. The responses of workers can give students a reference point for studying occupational survival skills.

MATERIALS AND EQUIPMENT:
Student Worksheet #4 - Interview with Business Workers
Transparency #4 - Interview Summary
Overhead projector
Pen for writing on transparency

ACTIVITY: Interviews with Business Workers

1. Students will need several days advance notice for this activity. Tell students that in order to get "an inside look" at what it is like to work in an organization, each student will interview someone who works in an organization. To give an overall view, students may be asked to interview workers from different types of organizations such as large manufacturing firms, retail stores, franchises, small businesses, etc.

2. Distribute Student Worksheet #4 - Interview with Business Workers. Instruct students to make appointments beforehand with the persons they intend to interview. If the interview is carried out at a time that is convenient for the workers, students will more likely have the workers' full attention and cooperation.

3. Have students use Worksheet #4 as a guide during the interview. Have students note the answers briefly on the worksheet during the interview.

VARIATIONS:

1. Students work in pairs. Have students ask the person they are interviewing for a copy of the organization's employee's manual. One student is assigned to tell the class about the interview. The other student summarizes areas described in the employee's manual. Class discussion can center around a comparison of the organizations and their rules and regulations as set out in the manual.

2. Instead of having students do individual interviews, the instructor may wish to plan a field trip to a business organization. In this case, the instructor should arrange with the owner or manager well in advance for students to interview a variety of types of workers. Students may wish to work in pairs. The owner or manager may also be asked to give a short description of the business and a tour, if practical.

FOLLOW-UP:

1. Have each student summarize the results of his/her interview. Ask students to tell in their own words whether or not they would like

   a. to have the job of the person interviewed (why or why not)

   b. to work for the organization (why or why not).

2. During student presentations, enter on Transparency #4 - Interview Summary a summary of answers to questions #6, #7, and #9 from Student Worksheet #4.

3. After all students have summarized their interviews, ask them to respond to questions #6, #7, and #9 from their own work experiences (paid or unpaid).

4. The following questions may stimulate discussion:

   - What do you consider the most valuable piece of advice about working in an organization?
   - How can this advice help you?
   - How do you think some of the "dislikes" can be changed?

NOTE: The instructor may wish to prepare students for SESSION SIX by giving them Student Worksheet #5 - Summary of Role Playing Situation. Three students may be assigned to prepare arguments as Management Representatives, using the top half of Student Worksheet #5 - Fact Sheets. Three other students may be assigned to prepare arguments as Union Representatives, using the bottom half of Student Worksheet #5 - Fact Sheets.

Student Worksheet #4
Interview with Business Workers

Name of Worker:

Name of Organization:

Title of Worker's Job:

1. How long have you worked for this organization?

2. What was the title of your first job in this organization?

3. Please explain what you do on your job.

4. How does your job contribute to the goals of the organization?

5. Do you supervise anybody as a part of your job? If yes, how many people? If yes, how do you feel about supervising other people?

6. What do you like most about working for _____ (name of organization)?

7. What do you dislike most about working for _____ (name of organization)?

8. What do you expect to be doing five years from now? Ten years?

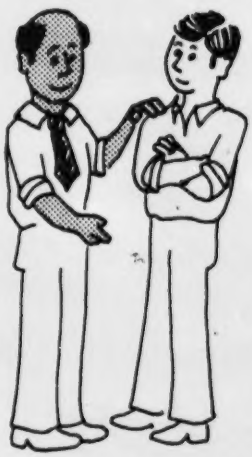
9. What advice would you give a young person about to enter a work organization?

Transparency #4 Interview Summary

What do you like most about working for your organization?

What do you dislike most about working for your organization?

What advice would you give a young person about to enter a work organization?



SESSION SIX

TOPIC: Organizations and Labor Unions

OBJECTIVE: After comparing the needs of individuals to the needs of organizations, students will

(1) become aware of conflicts between individual needs and organizational needs and
(2) understand the role of labor unions in dealing with these conflicts.

SURVIVAL SKILLS EMPHASIZED:

- Working as a team member
- Adjusting to work situations
- Basic speaking skills
- Maintaining good health

IMPORTANCE: Unions were organized to give workers a stronger voice in dealing with employers regarding wages, hours, working conditions, and job security. Unions are now a standard part of our economic system. Approximately one-fourth of all workers today belong to a union. Students are likely to have contact with labor unions at some time during their working lives, so they need to be familiar with the reasons for the existence of unions and the functions they serve.

MATERIALS AND EQUIPMENT:
Transparency #5 - Conflicting Needs
Student Worksheet #5 - Summary of Role Playing Situation
Three copies of Student Worksheet #6 - Fact Sheets cut along the dotted line
Overhead projector and pen for writing on transparency

ACTIVITY:
1. Begin the class period with a discussion of the reasons for unions. Project Transparency #5 - Conflicting Needs. Ask students to name as many different needs an organization must fulfill to be successful as possible. Some examples are:

- Low costs
- Efficient work
- High production
- Cooperation of workers
- High quality of work
- Conformity
- Satisfaction of employees
- Loyalty of workers

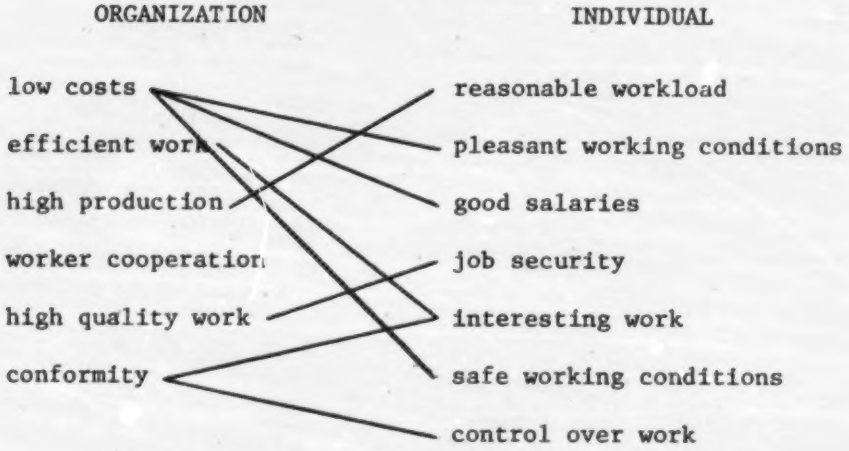
Write these in the column labeled ORGANIZATION.

2. Next, ask students to think of what individual workers want and need from their jobs. Some possibilities are:

   - Good salary
   - Safe working conditions
   - Job security
   - Pleasant working conditions
   - Interesting work
   - Reasonable workload
   - Opportunity for advancement
   - Control over work
   - Good health insurance plan

   Write these in the column labeled INDIVIDUAL.

3. Have students identify and explain conflicts between the two lists. For instance, workers want good salaries, yet the organization needs to keep costs low in order to make a profit. Draw a line between the two conflicting needs. A sample is given below.



4. Discuss the needs of organizations and individuals which are compatible. For example, a reasonable workload helps individuals to fulfill the organization's need for high quality work. These compatible needs can help unions and organizations cooperate with each other. Conflicts may occur between one individual need and several organizational needs and vice versa.

5. Explain that labor unions were formed as a way of dealing with the conflicts between individuals and organizations.

   - Individuals alone had no power to help settle conflicts in their favor.
   - By joining together to form unions, individuals were able to demand that some of their needs and wants be fulfilled.
   - Unions and organization management may compromise so they both satisfy their needs.

6. Have students role-play a collective bargaining situation, using Student Worksheet #6 - Fact Sheets. (See NOTE at the end of SESSION FIVE.)

7. Arrange seven chairs in a circle. The union and management representatives sit in the inner circle, so that one chair is vacant. The remaining class members form a larger circle on the outside of the circle of seven chairs.

8. Have the union and management representatives present their arguments and try to reach a compromise that is satisfactory to both sides. Tell the class members they may join the inner group one at a time if they wish to speak by sitting in the empty chair in the inner circle. Encourage class members to assist the inner circle in reaching a compromise.

FOLLOW-UP:

1. Was a compromise reached that was satisfactory both for union and management officials?

2. Were the demands of the union representatives reasonable?

3. Were the problems presented by the management realistic?

4. What do you think would have happened if there had been no union to represent the workers?

5. What needs of the workers and the organization were in conflict?

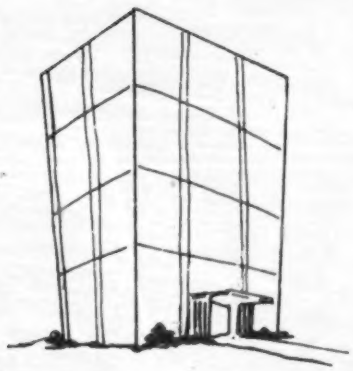
6. Is it possible to satisfy both the union and the management at the same time?

7. How might workers and organizations satisfy their needs without the intervention of a labor union?

Transparency #5 Conflicting Needs

ORGANIZATION

INDIVIDUAL



Student Worksheet #5
Summary of Role Playing Situation

The Situation:

Manufacturing Enterprises Inc. has recently changed some of its assembly line methods. The old methods and equipment were outdated, so new procedures were designed to make the company more competitive. Workers who use the new equipment and methods are able to produce more. However, the workers believe that this is unfair, since they are producing more but they are being paid the same as they were before the changes were made. Accidents on the assembly line have increased. The reason for this is not certain, but it may be a result of workers using new equipment and procedures. The union is strong in the company, but the management can bring workers from another plant if a strike is called.

Student Worksheet #6 Fact Sheets

Management Representatives' Fact Sheet

1. Costs of labor and materials have been increasing steadily.

2. The assembly line has been changed to increase production and to make up for the increased costs.

3. Workers are demanding that they be paid according to the number of items they produce and that there be more rest breaks.

4. If workers are paid according to the number of items they produce and are given more rest breaks, the company will either have to raise prices (above prices of competing companies) or lose money. As a result, the company could go bankrupt.

5. Workers have threatened to strike if their demands are not met.

6. If workers are paid according to the number of items they produce and prices are raised, this will probably result in a decrease in sales, which will mean that the company will have to lay off workers.

- -

Union Representatives' Fact Sheet

1. Workers are complaining that they are being pushed too hard on the assembly line.

2. Workers feel that the pace should be slowed down and that they should be given more rest breaks.

3. Minor accidents have increased. Workers believe that this is a result of fatigue from the fast work pace.

4. Workers are willing to strike if management refuses to improve the situation.

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Hall, Jay, "Decisions, Decisions, Decisions," *Psychology Today*, Vol. 5 #6, November 1971, 51-54.

Explains how problem solving can be done effectively in groups when certain rules are used to manage conflict. A group activity, "Lost on the Moon" is presented to demonstrate synergy, the ability of a group to outperform its own best individual member. "Lost on the Moon" can be used as a classroom activity.

Lafferty, J. Clayton, and Eady, Patrick M., *The Desert Survival Problem*, Experiential Learning Methods, Plymouth, Michigan, 1973.

A group activity consisting of an actual survival problem, based on over 2000 cases in which people lived or died depending on the decisions they made. A consensus-seeking exercise in which participants compare their individual decisions with decisions they make as a group. This activity could be used to demonstrate the advantages of people working in groups rather than working individually.

McLean, Beth Baily and Jeanne Paris, *The Young Woman in Business*, Iowa State University Press, Ames, Iowa, 1962.

A book written to help young women make a good start in business and to guide them through some expected experiences. The advice is based on the experiences of the authors and suggestions of successful women in different lines of work.

The book is divided into the following chapters: Choose a Good Place To Work, Look at the Real You, Use Employment Help Wisely, Present Your Case Effectively, Work Days Can be Made Easier, Live While You Work, Bon Voyage--East or West, Master the Mechanics of Your Job, Look at the Records, Whose Money Are You Spending?, You are in Public Relations, Good Publicity Is an Asset, Travel Like an Expert, Public Speaking Is Part of the Job, Select a Good Team, Advancement Is a Challenge, Financial Security Is Good Business, and How the Married Woman Succeeds in Business.

Nemiroff, Paul, and Pasmore, William A., "Lost at Sea: A Consensus-Seeking Task." John E. Jones and J. William Pfeiffer (Eds.), *1975 Annual Handbook for Group Facilitators*, University Associates Publishers, Inc., La Jolla, California, 28-34, 1975.

A group activity which demonstrates to participants how working as a group can have advantages over working as individuals. Introduces guidelines for seeking consensus in a group to help members work effectively together.

Orientation to The World Of Work, (Parts One and Two), Texas Tech University, College of Home Economics, Department of Home Economics Education, Lubbock, Texas, 1971.

A curriculum guide designed for use in cooperative education programs. Part One has eleven units which follow this format: behavioral objectives, suggested learning experiences, key points, and references for both students and teacher. Part Two contains a wide variety of related teaching-learning materials for both students and teacher. This information is presented in programmed instruction, interesting stories, case situations, simulation games, tests, skits, cartoons, ideas for bulletin boards, instant slides, and other visuals.

"Venture" a simulation game produced by the Proctor and Gamble Company, Cincinnati, Ohio, 1966.

A simulation game in which players represent the top management of an industry. Players are divided into teams, and make decisions regarding production, costs, marketing, research, and use of profits. The purpose of this game is to help participants develop a practical understanding of business operations.

AUDIO VISUAL RESOURCES

Business of America, Joint Council on Economic Education. (20 minutes)

Explains the four major forms of business organization--sole proprietorship, partnership, corporation, and cooperative.

Rise of Organized Labor, McGraw-Hill, New York. (18 minutes)

Explains the economic conditions that forced workers to form unions.

Strike in Town, McGraw-Hill, New York. (38 minutes)

Story of events leading to a deadlock in negotiations between management and employees in a furniture factory.

What is Business?, available from the University of Illinois Audio Visual Service, Urbana, Illinois. Request film number 04123. (10 minutes)

Defines business by showing factors common to businesses of all sizes. and types--the nature of the decisions to be made. An individually-owned leather shop and a large company are compared as to the use of investments: labor, product quality, advertising, and overhead.

You and Your Job: Part of the Team, Coronet Instructional Media, Chicago, Illinois. (58 frames, 10 minutes)

No matter where you work--in an airport, in a factory, in a hotel kitchen--you are part of a team--a team of people working together, helping one another. This dependence is based on each person doing his or her own job correctly. This filmstrip emphasizes the importance of following company rules, and cooperating with other people in work situations.

You are There at the Bargaining Table, American Management Association, New York. (50 minutes)

Illustrates how collective bargaining really works.